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ABSTRACT

A study explored the impact of student voices on a preservice "teaching language arts in elementary schools" methods course when students have the opportunity to negotiate and expand the notions of content, structure, and assessment of a course, especially with the infusion of media/technology as a vehicle of instruction and assessment. Participants, 10 preservice teachers, were enrolled in an elementary language arts methods course in an undergraduate elementary education program in a small women's college. At the beginning and end of the semester, students completed open-ended survey questions regarding their beliefs about English language arts with respect to the teacher's and student's role; the nature and scope of instruction and assessment of language arts; and the role of media/technology in this teaching and assessment. In addition, students kept a reflective journal during the semester. Students and professor developed collaboratively course performance based outcomes which include media/technology performance outcomes, activities, and assessment measures. During the semester, students completed a number of media/technology mediated activities to demonstrate their ability to meet state and national English language arts and technology standards. Student responses supported an expanded notion of the usefulness of media/technology in terms of teaching; a revised notion of the student's role in teaching and learning; an acknowledgment of the usefulness of performance based projects as a means of professional development; and an appreciation of the talents and contributions of each learner to the collective teaching and learning processes. Contains 19 references. Appended are the student survey and additional course materials. (NKA)

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The Infusion of Media/Technology Literacy in Restructuring a Preservice Teacher Language Arts Course to Performance-Based Instruction and Assessment.

by Regina G. Chatel

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The Infusion of Media/Technology Literacy in Restructuring a Preservice Teacher Language Arts Course to Performance-Based Instruction and Assessment

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San Antonio, Texas
December 5, 2001

This study explores the impact of student voices on a preservice *teaching language arts in elementary school* methods course when students have the opportunity to negotiate and expand the notions of content, structure, and assessment of a course, especially with the infusion of media/technology (Hobbs, 1998; Leu, Hillinger, Loseby, Balcom, Dinkin, Eckles, Johnson, Mathews, & Raegler, 1998) as a vehicle of instruction and assessment. In turn, it is anticipated that preservice teachers who experience this type of instruction and assessment will change their perceptions (Mulcahy-Ernt, 2000; Serafini, 2001) of what it means to teach and assess language arts in their own classrooms.

The rise of state and national literacy and technology standards and teacher competency standards (IRA & NCTE, 1996; NCATE, 1998; NCATE, 2000; NEASC; 1999) has led to significant changes in the role of students in education, redefined teaching (Garner & Gillingham, 1998; Maddus & O'Dwyer, 1999), and expanded the concept of literacy education to include media literacy. These changes have in turn resulted in the need to restructure preservice teacher education courses to reflect this new model of literacy education. This complex curriculum and variety of activities that foster the understanding of the curriculum demand an equally diverse form of assessment that includes some form of media/technology.

A 1999 Milken Family Foundation study, "Will New Teachers be Ready to Teach in a Digital Age?", found a large gap between what teacher education schools are teaching about technology and what K-12 students need to know about technology in order to use it effectively. Conducted by the International Society for Technology in Education (ISTE), the survey of leaders at 416 teacher-preparation institutions supported findings of earlier studies that education school technology programs have not been able to keep up with the rapid increases and changes in technology infrastructure in schools. But both in the university classroom and in K-12 classrooms used for practice-teaching, most preservice teachers rarely used technology and did not receive instruction on its use by their university instructors or classroom mentors. I addition, the study also found that contrary to perception stand-alone courses on technology did not result in skills in incorporating technology into routine, daily instruction.

Given these developments, one is left with the question of how do we prepare teachers who know their content, their content pedagogy and know how to infuse technology appropriately and effectively into teaching? The NCTE Guidelines for the Preparation of Teachers of English Language Arts (1996) and the ISTE National Educational Technology Standards for Students: Connecting Curriculum and Technology (2000): have put forward the following seven principles preservice teachers need for infusing technology into English Language Arts teacher preparation programs: 1) introduce and infuse technology in context, 2) focus on technology as a literacy tool, 3) model English Language Arts teaching and learning while infusing technology, 4) evaluate critically when and how to use technology, 5) provide a wide range of opportunities for using technology within the content, 6) examine and determine ways of analyzing, evaluating and grading English Language Arts technology products, and 7) emphasize issues of equity and diversity in technology accessibility.

Performance assessments (Elliot, 1995; Haertel, 1999; Maddus & O'Dwyer, 1999; O'Neil, 1996) may require the creation of a product such as a portfolio, the performance of a task that is evaluated against an established criteria and student self-reflection on her thinking processes. In essence, it's an assessment structure that attempts to answer the question, "How well can you (student) use the content?" An additional feature of performance based assessment is that it's an integral part of the learning and teaching process in that it informs our instruction and provides an opportunity to assess student performance at the propositional, procedural and conditional levels.

Performance assessment, also known as alternative or authentic ***assessment***, is a form of assessment that requires students to perform a task rather than select an answer from a teacher-made list of responses. According to Wiggins (1990) and Brunaldi (1998) authentic assessments offer the student *(preservice teacher)* a variety of tasks that reflect the realities and challenges found in instructional activities. In other words, assessment mirrors instruction. Such assessment may include open-ended or extended response exercises which are projects or other prompts that require students to explore a topic in-depth orally or in writing. Students may conduct research; write, revise and discuss papers; collaborate with others on projects; or conduct in-class research. Extended tasks are assignments that require sustained effort in a single work area and are carried out over a period of time rather than being completed in one sitting or session.

According to Wiggins (1990) authentic tasks involve "ill-structured" challenges and roles that help students *(preservice teacher)* rehearse for the complex ambiguities of the realities of the adult or professional experience. Therefore, one is left with the question of what makes for meaningful media/technology mediated instruction and assessment which will mirror the realities of teaching the English Language Arts and to what extent does this experience affect preservice teachers' perceptions of literacy instruction and assessment?

Study
Methodology

Research Participants
The participants in this study are ten preservice teachers enrolled in a Language Arts in Elementary School methods course in an undergraduate elementary education program in a small, women's college. In addition to working on fulfilling college requirements for an academic major, all of the students are seeking certification in elementary education, Grades 1-6.

Data collection
At the beginning of the semester, students completed an survey of open-ended questions regarding their beliefs about ***English Language Arts*** with respect to the role of the teacher and the student in the teaching and assessing of ***English Language Arts;*** the nature and scope of instruction and assessment of *English Language Arts;* and the role of media/technology in the teaching and assessing of ***English Language Arts.***

Students completed a similar survey of open-ended questions with the addition of the following question, " How do you think your role in shaping the content, instruction, and assessment in this course influenced your beliefs about language arts?" which is intended to facilitate self-reflection.

In addition, students kept a reflective journal during the course of the semester in which they reflected on the nature of class activities and assignments and how these were affecting their professional development as teachers.

Procedures
At the beginning of the semester, during the first two sessions, the students and the professor developed collaboratively the course performance based outcomes which include media/technology performance outcomes, activities, and assessment measures with special attention to the integration of media/technology into multiple aspects of the course.

During the course of the semester, students completed a number of media/technology mediated activities in order to demonstrate their ability to meet state and national English Language Arts and technology standards such as assess student progress and use media/ technology to facilitate student learning. Students were required to integrate media technology into these activities in terms of completing the activities, presenting them to the class, and/or assessing them. This multifaceted approach was intended to highlight the performance-based nature, structure, and content of the class and examine the impact, if any, of the integration of media/technology on students' attitudes toward an expanded notion of the English Language Arts.

Data Analysis and Discussion

At the beginning and at the end of the semester of the course Teaching Language Arts in Elementary School which included a major fieldwork component, students responded to a open-ended responses survey about their beliefs about the nature language arts, the role of media and technology in teaching and assessment of language arts and the role of the teacher and the student in the teaching and assessment of the language arts. (See Appendix A) Also, students kept a reflection journal during the course of the semester in which they responded to various elements of the course such as our efforts to restructure the course by giving the students voice in its content, instruction and assessment; impact and significance of student presentations on their professional development as teachers; and the performance based teaching and assessment focus of the class. The journals were analyzed in terms of student responses to the invitation to participate in course restructuring; responses to the performance based course assignments; and impact of student assessment projects on the professional development of their peers. (See Appendix B) Although the entire class participated in these data gathering activities, the responses of two students (Student A and Student B) who what the most tremendous impact on their peers were analyzed for this study. In addition, the new (Spring, 2001) and the previous (Spring, 2000) course syllabi are analyzed with respect to the content, instruction, and assessment and the integration of media/technology into these various aspects of the course.

Results

Pre-Survey

The class as a whole envisioned the role of media and technology in the teaching of *English Language Arts* in terms of the density of information which needs to be read; the rapidly evolving nature of technology which necessitates new and greater literacy skills instruction; the wealth and variety of curriculum, instructional and assessment data which is available to educators, especially in support of diverse learners; and the changing nature of personal communication which has the potential to negatively impact social relations.

Student A's response was general stating that to be truly literate, children should also be literate in the area of technology but technology is a relatively new concept providing yet another way for assessment of student.

Student B's response although general provided insight into some potential uses of technology for supporting what is being learned with other ways to assess, instruct, or complete assignments. Additionally. She stated that the teacher had to be sure that students were gaining necessary skills in media and technology and were being assessed, instructed according to their level.

On-going Reflection Journals

The class as a whole expressed the view that the process of actively participating in the restructuring of the class was forcing them to apply all of my learning from past and present classes. The **performance based process** for learning/teaching provided a model of what it means to have a child-centered classroom which uses curriculum as guidelines for instruction and responding to what students need. Student feedback showed that they perceived that students' needs and assessment with performance based learning keeps the focus where it should be – on the student and their learning. Although most students expressed positive comments about the approach, they also felt that they did not know enough about the role of media and technology in language arts curriculum, instruction and assessment and performance based teaching, learning and assessment in order to make educated contributions to the process.

Student A stated in her journal the first day of class the sentiments of many others when she said, "I don't really know right now. Presently, I am not comfortable with the process. I like being presented with a syllabus at the first class. As a student I then know what is expected of me. I think expectations should be very clear." This student is resisting the constructivist nature of the course and is uncomfortable with risk-taking.

On the other hand, **Student B** was much more open to the experience and immediately perceived its impact on her professional development as a teacher. She saw that the process of developing outcomes – based classroom was helping her development as a teacher because it was putting into practice what she had been read in books. She saw some of the challenges and benefits of various assessments. And, although she states that she been somewhat confused at times about what direction we were going in, she came to realize that this assessment was much more meaningful than for example, an exam on Chapters 1-5 of the book.

Another aspect of the reflective journals which was analyzed was the impact of student presentations of their projects on each other and themselves. The class as a whole appreciated the opportunity to share their talents with one another. Students enjoyed hearing my classmates talk about their assessments and have learned from them how to use these strategies. Performance based presentations included the use of running records, cloze procedure, depth of comprehension assessment in writing, decoding assessment, and holistic writing assessment and the use of media/technology to present the projects to the class. Most students had heard about these strategies in their reading methods courses but never actually tried to implement such assessments; therefore, sharing the experience has helped to develop an understanding of what to expect when actually implementing and evaluating the assessment strategies. One student summarized the experience as being validating in that students learned that they were at the same level as their peers which is in the learning and applying stage.

The assessment projects and the media presentations to the class of Student A and Student B seem to have had the greatest impact on the rest of the class. Student A analyzed the writing of two fourth grade students and developed a web page for her

media presentation to the class. (See Appendix C) This was a tremendous risk for Student A since she acquired a personal computer only the previous semester. She severed to inspire other students both in the ways she approached the assessment project and in the way she presented it to the class. Student A's presentation reduced the level of intimidation many students felt regarding computer technology. She demonstrated that creating a web page was doable. And, some students went on to imagine other ways to use the Internet such as providing parents with classroom information and updates.

Student B impressed the class with her understanding of what the child she assessed needed. She inspired the class by giving them I hope with her confidence in her knowledge. She was able to pinpoint a problem and come up with a solution that worked really well. The class responses showed that they recognized Student B's presentation of assessment showed the true purpose of assessment. There was no blame when 'a child doesn't get it.' The preservice teachers stated that it is the teacher's responsibility to find out specifically what a child doesn't understand and to provide that child with the necessary the tools. The process Student B demonstrated gave the children the tools they needed for further learning. She completely motivated the class to explore assessment further.

In addition to the powerful impact that both students had on their peers, an analysis of **Student A**'s responses showed that she had made an exciting discovery about herself. She has moved from reliance on the professor to independence and risk-taking. Student A states,

> *"The assessment presentations have been extremely helpful and informative. I did not realize that there was a difference between developmental reading assessment and running records. I was impresses with Celines' presentation. She decided to do a running record because she had not done this before. This was a perfect example of a person willing to take a risk in order to grow. I agree with you Regina, people who are unwilling to take risks do not grow. The first half of the semester I was not taking risks. There were lots of reasons for this. But the end result was that I was limiting my growth potential. The assessment process itself – for me – gave me tremendous insight. It is one thing to read about these processes. It is something else to actually experience it."*

Student B actually reached a different level of understanding of the relationship between curriculum, instruction and assessment. An analysis of her final reflections shows that she is thinking of curriculum design in terms of the model developed by Wiggins and McTighe (1998) which includes first, identifying the target results; second, identifying acceptable evidence of achievement and planning learning; and finally, developing the instructional experiences to arrive at the results. Student B states,

> *"...I've met teachers who use these types of assessments but have only a surface understanding of their use. We are able to look more into what assessment means and how it influences instruction... You know – maybe the*

instructional units we are doing should be more about the assessment piece – we all can write lessons but showing evidence or what/how to assess seems to be the more critical piece at our stage of professional development. We may never have time (the way things are going) to share our units but maybe we can share the purpose and reasoning behind the assessments we chose...I know that it was the biggest part of the unit that Lisa and I developed. We started with an overview and decided what the end product would be, how/what to assess, then developed the lessons...This all really has shown that assessment guides instruction! Students give us work – we need to make that work meaningful and connect it to their learning."

Post Survey

Post survey results addressing the role of media and technology in the teaching of *English Language Arts* show new issues arising such as process of typing that can be a deterrent for writing for some children; equal access to computers, especially those children who don't have computers at home; appropriate use of computers by children; participate in vulgar discussions or talk about things that do not pertain to the subject; and equitable access to computers for children with disabilities which it may be difficult for them to computers. The major shift in thinking is the new focus on student needs rather than on the needs of the teacher. Preservice teachers recognized the complex role of media and technology in Language Arts instruction and assessment. They cited the usefulness of technology for the students to learn new information about L.A; students could use media/technology as a way of completing tasks, researching ideas, communicating in class; students could use software programs designed to assist in testing skills; students could practice and reinforce reading skills such as phonics with games on the computers. Preservice teachers recognized that now that students are becoming better experts than teachers with media/technology and it's imperative that they embrace the new technology rather than fighting it.

Student A's response reveals a specific suggestion for use of media/technology in the classroom in contrast to the pre survey response which was relatively general. She suggests students conduct book talks and discussions on the computer, communicating questions, writing on the computer instead of in journals, and feedback between the students and the teacher. The students will also gain valuable technology experience.

Student B's response suggests the use of media/technology for communication with all students in all grades. She perceives children as learning very quickly and should be afforded the opportunity to practice with technology as soon as possible. Additionally, she is concerned about equal access to media/technology such as time challenges, equipment challenges, and teaching challenges. However, she states,

"So what? There always will be (challenges), so we'd better get used to that too!"

Course Restructuring Efforts

The teaching language arts in elementary school course, in collaboration with the students, was redesigned in terms of identifying the performance based course outcomes (Appendix A &), designing the possible performances or demonstrations of achievement of each outcome (Appendix D), and developing an appropriate rubric for the evaluation of each performance or demonstration (Appendix E) with the integration of media/technology in keeping with ISTE (2000) and NCATE (1998) recommendations. According to Brunaldi (1998) performance-based assessments are sets of strategies that require students to apply their knowledge, skills, and work habits through the performance of activities that are meaningful and engaging to students. This type of assessment provides professors with information about how a student or the preservice teacher understands and applies knowledge. Based on the work of Hammond and Snyder (2001) which calls for authentic and contextualized projects this course included the following projects: an assessment of a child or a group of children, the development of a technologically mediated unit of study, the use of electronically mediated discussion, a variety of media/technology presentations, and team planning and teaching of mini lessons addressing the six language arts. Effort was made to develop a course with student input which mirrored teaching and learning in today's schools and included the integration of instructional technology.

Conclusions

It was hypothesized that the impact of student voices on a preservice language arts methods course when students have the opportunity to negotiate and expand the notion of content, structure, and assessment of a course, especially with the infusion of media/technology and performance based teaching and learning would change preservice teacher perceptions of what it means to teach and assess language arts in their own classrooms. Student responses support an expanded notion of the usefulness of media/technology in terms of teaching; a revised notion of the role of the student in teaching and learning; an acknowledgement of the usefulness of performance based projects as a means of professional development; and an appreciation of the talents and contributions of each learner to the collective teaching and learning processes. However, the original hypothesis did not hold true for an expanded notion of the usefulness of media/technology in terms of assessment. It is suggested that this result may be due to the nature of the performance based assessment strategies in that students presented their assessment projects using some forms of media/technology but did not actually use any form of media/technology to assess their student(s) as explained in the project. In conclusion, as anticipated course changes led to preservice teachers being able to articulate greater opportunities for students to learn and demonstrate their learning using media/technology but not necessarily assess student learning. This development requires further research.

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Appendix A
EDUC 370 Language Arts in Elementary School
Student Survey (post)

Adapted from Mulcahy-Ernt, P. (2000) Linking Pre-Service English Language Arts Teachers to Alternative Ways of Knowing Literature through Media Responses. Paper presented at the National Reading Conference Scottsdale, AZ.

Please save this as a WORD document and return it completed as an attachment to me at rchatel@sjc.edu.

Date _____ Name _____
Major _____

Please write a response to each of the following prompts.

1. To be "literate' in our culture means....

2. I believe that the term ***English Language Arts*** means....

3. When teaching the ***English Language Arts***, teachers need to....

4. When assessing the ***English Language Arts***, teachers need to....

5. I believe that the role of the student in the ***English Language Arts*** class is....

6. I believe that the role of the teacher in the ***English Language Arts*** class is...

7. The role of media and technology in the teaching of ***English Language Arts*** is....

8. The role of media and technology in the assessing of ***English Language Arts*** is...

9. How do you think your role in shaping the content, instruction, and assessment in this course influence your beliefs about language arts?

Appendix B

EDUC 370 Language Arts in the Elementary School

Spring, 2001

SAINT JOSEPH COLLEGE, West Hartford, CT 06117

Standards References	Course Objectives:	Performance Outcomes:	Activities to Evaluate Outcomes
	As a result of participation in this course, students will understand:	As a result of participation in this course, students will be able to (do, create, develop, present, plan)	Core Assignments are designated in RED
(CCCofT Foundational Skills and Competencies) IRA	the differences (social, cultural, linguistic, ethnic) among learners that influence their literacy development.	create learning opportunities which are responsive to the differences (social, cultural, linguistic, ethnic) among learners that influence their literacy development	Create a bibliography of multicultural literature specific to a "unit of study" or "concept" or Develop a demographic study of your field experience classroom
(CCCofT Foundational Skills and Competencies) IRA	that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and visually representing.	create learning opportunities which integrate the use of literacy through reading, writing, listening, speaking, viewing, and visually representing.	Collaborative **Project** Electronically mediated **discussion** **Tuesday Experience** 'try out"
(CCCofT Foundational Skills and Competencies) IRA	the nature of literacy assessment in the elementary school	administer and use information from a variety of student assessments indicators of progress to inform instruction and learning	Tuesday Experience "Focus on One Child" or Investigation of Classroom Practices **Data & Report** **(multimedia class presentation)**
IRA CCCofT	the major principles and concepts of the language arts including reading, writing, speaking, listening, viewing, and visual representation	communicate with the broader educational community the major principles and concepts of the language arts including reading, writing, speaking, listening, viewing, and visual representation	**Electronically mediated discussion** **"try out"**
IRA CCCofT	effective use of writing conventions in students including language usage, punctuation, capitalization, sentence structure, spelling and handwriting	promote effective use of writing conventions in students including language usage, punctuation, capitalization, sentence structure, spelling and handwriting	Electronically mediated discussion Tuesday Experience 'try out'
CT Tech Standards	the instructional and learning potential of technology in the classroom	promote effective use of technology for learning	**Collaborative project** - one week instructional plan/unit of study **(multimedia class presentation)**
(CCCofT Foundational Skills and Competencies) IRA	how to design and deliver instruction. the need to vary instructional methods.	plan instruction based upon knowledge of language arts, students, the curriculum and the community. select and/or create language arts learning tasks that make subject matter meaningful to students.	**Plan and teach** one language arts lesson in the Tuesday Experience. **Evaluation** will include: supervising teacher, college supervisor, & self-evaluation

Appendix C

Diana Gualano's Web Site

Tuesday Experience

EDUC 370 Language Arts in Elementary School

Spring 2001

This web site is about my Tuesday Experience Internship at Edna C. Stevens Elementary School, in Cromwell, Connecticut. For the assessment part of this internship, I chose to analyze student writing. Students wrote autobiographies and I analyzed these writing samples. To learn more about this project, click on the appropriate links.

- Assessment Criteria
- Language Arts Standards Assessed
- Two Case Studies
- My Reflections

D. Gualano

March 22, 2001

Appendix D

Assessment Report - Tuesday Experience
EDUC 370 Language Arts in Elementary School
R. Chatel, Ph.D. (2001)

Directions: Write a (3-5 page) reflective essay that addressed your administration of an assessment tool and use of the assessment data to inform instruction in Language Arts. You are invited to consider using assessments such as the cloze procedure, teacher observation, think trix, process evaluations, learning logs, self-assessments, retellings, analysis of journals, etc. Please refer to your EDUC 322 Developmental Reading in Elementary School and EDUC 370 Language Arts in Elementary School textbooks for further suggestions.

- Your task is to assess a student or a group of students in language arts within the Tuesday Experience. You may focus on any aspect of language arts instruction. Be sure to look at the CT Curriculum Standards and your field experience setting language arts standards to help you focus this assignment.
- You must provide the evidence of assessment such as the cloze procedure, teacher observation, think trix, process evaluations, learning logs, self-assessments, retellings, analysis of journals, etc.
- You must analyze the data and discuss the implications of the results for instruction.
- Be sure to be explicit in identifying which language arts standard(s) you are assessing and the implications of this assessment for instruction.

Media Presentation: Create a media presentation to the class. Your media presentation may take the form of a poster session, video, multimedia presentation, book, or any other media format. Although creativity is highly encouraged, it is the content that is most important. I believe that you don't need to bring in an elephant to teach the color gray! :-)

Evaluation Includes:

- **Self-Assessment**
  - Please answer the following: How has this experience helped you in reflecting on your professional development as a teacher?
- **Evaluation Criteria**
  - Demonstrates understanding of assessment (implementation, use of data, appropriate selection of assessment method)
  - Demonstrates understanding of the interrelatedness of the assessment and instruction
  - Demonstrates understanding of language arts standard under discussion in this report
  - Develops goals that further understanding of these concepts

To Return to EDUC 370 Home Page

Appendix E

Assessment Report Rubric - Tuesday Experience
EDUC 370 Language Arts in Elementary School
R. Chatel, Ph.D. (2001)

Evaluation Includes	**0 = Not Evident**	**1 = Evident but lacking elaboration & support**	**2 = Evident with elaboration & support**
Self-Assessment Please answer the following: How has this experience helped you in reflecting on your professional development as a teacher?			
Evaluation Criteria			
Demonstrates understanding of assessment (implementation, use of data, appropriate selection of assessment method)			
Demonstrates understanding of the interrelatedness of the assessment and instruction			
Demonstrates understanding of language arts standard under discussion in this report			
Develops goals that further understanding of these concepts			

A = 10-8 points; B = 7-5 points; C = Less than 5 or missing one of the above criteria.

Appendix F

Thematic Unit of Study *(Excerpt from Assignment)*
Integrating Technology into Instruction
EDUC 370 Language Arts in Elementary School
Spring, 2001
Regina G. Chatel, Ph.D.
SAINT JOSEPH COLLEGE
West Hartford, CT 06117

Working in small groups of two or three, design an original, interdisciplinary Thematic Unit of Study which integrates the language arts, "invites" children to learning, and is **technologically mediated**. In a thematic unit of study, genuine language arts activities are used to research, problem solve, and learn new information but all of the activities are designed to facilitate a limited number of concepts. The thematic unit is not just a collection of activities around a specific topic but a systematic study of specified concepts or questions which children choose to study. Tompkins (1998) states that a thematic unit may extend across the entire day and students are involved in the planning or it may focus on one curricular area. Topics for thematic units are broad such as wild animals, inventions, historical events, scientific phenomena and people and places of significance and interest.

Incorporating the Internet into an Integrated Unit of Study: Suggestions		
Type of Project		
Online Correspondence	connect your students, their online pen pals, and a content or subject area expert in the field under study may include the creation of learning circles (see iearn URL)	
Information Gathering	use the Internet to gather, analyze, compare, and evaluate different sources of information subject matter experts willing to serve as mentors or references	sites visited is determined by the subject under study http://www.askanexpert.com/
Web Quest	students explore and collect information online students create a 'whole' based on the 'parts' gathered students create own web page as a result of the research	http://edweb.sdsu.edu/webquest/webquest.html

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